



## Nunez Community College Master Syllabus

### ENGL 1020: ENGLISH COMPOSITION II

<b>Division:</b>	ARTS & HUMANITIES
<b>Last Revised:</b>	NOVEMBER 27, 2006
<b>Contact Info.:</b>	Jade J. O'Dell, Instructor of English jodell@nunez.edu

#### Included only on the Master Syllabus

#### EVALUATION OF INSTRUCTION

Each class at the College is evaluated by the students during the semester. The instrument used allows students to comment on the instructor and his presentation of the course. The results of these evaluations are made available to the instructor after grades are complete and turned in to the Division.

The Dean of the Division or his designee visits classes to observe instructors and completes an evaluation. A copy is given to the instructor with the opportunity for the instructor to respond to the evaluation. The evaluation with the instructor's response is kept on file in the Dean's office.

#### CATALOG COURSE DESCRIPTION

The course emphasizes writing in an argumentative mode. An argumentative research paper in MLA format is the final goal of the course. The student will make a claim and be able to support it with concrete research. The course also introduces the major literary genres, including but not limited to fiction, nonfiction, poetry and drama.

Prerequisite: English Composition 1 (ENGL 1010) with a grade of "C" or better.

#### REQUIRED MATERIALS

There are two textbooks required for the course:

- Madden, Frank. *Exploring Literature*, Second Edition
- *The Little Brown Handbook*, Tenth Edition

#### STUDENT LEARNING OUTCOMES

By the end of the course, the student will be able to:

- Perform appropriate research on an argumentative/debatable topic;
- Critically analyze arguments;
- Write an argumentative research paper on a debatable topic in MLA format;
- Integrate evidence and sources to support topic; and
- Demonstrate a clear understanding of the elements of the various genres of literature, such as fiction, nonfiction, poetry and drama.

## **EVIDENCE/ASSESSMENT MEASURES**

- Instructor designed assignments on argument analysis;
- Instructor designed tests and quizzes;
- Instructor designed assignments on literary analyses; and
- Instructor designed midterm and final.

## **REQUIREMENTS FOR SUCCESSFUL COMPLETION**

In order to successfully complete the course, the student is required to do a minimum of the following:

- Two (2) 1-2 page argumentative analyses;
- One (1) 5-7 page argumentative research paper in MLA format;
- An oral presentation on research paper;
- A midterm exam;
- Two (2) 1-2 page literary analyses; and
- A final exam.

## **CONTENT OUTLINE**

- I. Intro to course
- II. Critically reading and analyzing arguments
- III. Writing arguments
- IV. Intro to MLA formatting
- V. Components and structure of a written argument/research paper
- VI. Critically reading and analyzing literary genres, including fiction, nonfiction, poetry and drama
- VII. Writing critical literary analyses
- VIII. Elements of fiction
- IX. Examples of fiction
- X. Elements of nonfiction
- XI. Examples of nonfiction
- XII. Elements of poetry
- XIII. Examples of poetry
- XIV. Elements of Drama
- XV. Examples of drama

## **GRADING**

Grading will be based on the following percentages:

- 2 argumentative analyses 20%
- 2 literary analyses 20%
- Oral presentation 5%
- Midterm 10%
- Research Paper 25%
- Final Exam 10%
- Participation and attendance 10%

### [Curriculum-wide Policies]

#### **ATTENDANCE**

Students should read the policy on attendance in the Nunez College Catalog. Roll will be checked each class and the instructor may drop a student for excessive unexcused absences prior to the official last day to drop a course. If the instructor drops a student from the roster before the last drop date, the student will receive a “W” grade. If absences occur and/or accumulate after the last day to officially withdraw, the student will fail the course. Excessive absences usually equal to two weeks of class time. Students who arrive late to class must see the instructor after the class to have that absence removed. Students who leave class early may be counted absent for that class.

#### **CLASSROOM ETIQUETTE**

No student may create disturbances to the learning environment. Students may be warned, asked to leave class and/or referred to the Vice-Chancellor for Student Affairs or designee for disciplinary action depending on the frequency or severity of the disturbance. Entering and leaving the classroom during class time is a distraction to other students and the instructor and should be avoided. A student’s need to be in constant contact with the outside world through high-tech electronic devices (beepers, cell-phones, etc...) does not supersede basic classroom etiquette, and the beeping, buzzing or ringing of these devices are definitely considered a disturbance by the instructor. Only those persons enrolled in the class should be present in class.

#### **PLAGIARISM AND CHEATING**

Cheating/plagiarizing is a serious offense. Webster defines plagiarism as the act of “taking and using as one’s own the ideas or writings of another.” Depending on the frequency or severity of a student’s cheating/plagiarizing the instructor may lower the student’s grade or recommend the student to the Vice Chancellor for Academic Affairs for disciplinary action.

#### **AMERICANS WITH DISABILITIES ACT**

It is the policy of Nunez Community College to accommodate students with disabilities, pursuant to federal law, state law, and the school’s commitment to equal educational opportunities. Any student with a disability who needs accommodations should contact Carly Gervais in the ADA Coordinator’s Office. The office is located in the Law Library, Room 1-234, telephone 278-7491 or e-mail [cgervais@nunez.edu](mailto:cgervais@nunez.edu).

Information that may be included on the Individualized portion of the Individual Instructor’s Syllabus (at the instructor’s option)

**SUGGESTED ACTIVITIES**

Possible activities for this course are as follows:

- Oral presentation ( as required by course) on research paper based on an argumentative topic; allow students to debate on topic of presentation once presentation is complete; the presentation is meant to improve oral speaking skills, as well as aide in helping students “think on their feet.”
- Break the class into two groups, one for and one against a specific, instructor chosen argumentative topic, and have them argue for each side;
- In order to strengthen critical thinking skills and develop a deeper understanding of effective arguments, have students research a specific argumentative topic and refute said research by taking the opposing position.
- Oral debates can also be applied to literary genres in discussing meanings and interpretations of short stories, essays, poetry and drama.

**SUPPLEMENTAL RESOURCES**

*Materials kept by the subject matter area, Division, Library, or Excel Learning Center that could be used in presentation or for student assignments both required and suggested*